DOCUMENT RESUME

ED 232 497 HE 016 359

TITLE	The California Student Opportunity and Access Program. A Final Evaluation.
INSTITUTION	California State Postsecondary Education Commission, Sacramento.
REPORT NO	CR-83-8
PUB DATE	21 Feb 83
NOTE	61p.; For a related document, see ED 200 137.
AVAILABLE FROM	California Postsecondary Education Commission, 1020 Twelfth Street, Sacramento, CA 95814.
PUB TYPE	Reports - Evaluative/Feasibility (142)
EDRS PRICE	MF01/PC03 Plus Postage.
DESCRIPTORS	*Access to Education; *College Attendance; College Bound Students; College Students; Community Colleges; Consortia; Economically Disadvantaged; High School Students; Information Needs; *Intercollegiate Cooperation; *Low Income Groups; Outreach Programs; Peer Counseling; Postsecondary Education; *Student Recruitment; *Tutoring
IDENTIFIERS	*California Student Opportunity and Access Program

ABSTRACT

The overall development of the California Student Opportunity and Access (Cal-SOAP) Program and its achievement of legislatively-established objectives are reviewed, along with the objectives and accomplishments of five pilot projects. Cal-Soap is an experimental program that promotes interinstitutional efforts to increase postsecondary educational opportunities for low-income high school and community college students. The program provides information about postsecondary educational opportunities and is designed to raise the achievement levels of low-income students. Additional objectives are to reduce duplication in outreach efforts and to utilize low-income college students in peer counseling and tutoring for low-income high school students. Another approach, utilized by the San Diego pilot project, is a student information system that can be used by individual colleges to focus their outreach efforts on potentially eligible students who have expressed interest in the college. The five pilot projects are regional interinstitutional efforts located in Santa Clara County (the Central Coast Consortium); Alameda and Contra Costa Counties (the East Bay Consortium); San Diego County (the Cal-SOAP Consortium); Solano-Yolo Counties (the Solano University and Community College Educational Support Services (SUCCESS) Consortium); and Orange County (the South Coast Consortium). In addition to descriptions of these projects, recommendations are offered. A portion of Assembly Bill 507 (1978) is appended along with a bibliography. (SW)

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THE CALIFORNIA STUDENT OPPORTUNITY AND ACCESS PROGRAM

A Final Evaluation

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CALIFORNIA POSTSECONDARY EDUCATION COMMISSION

1020 Twelfth Street, Sacramento, California 95814

Commission Report 83-8

Adopted February 21, 1983

CONTENTS

		Page
ONE:	Background	1
TWO:	The Central Coast EOP/S Consortium--Project ACQUI	7
THREE:	The East Bay Cal-SOAP Consortium	13
FOUR:	The San Diego County Cal-SOAP Consortium	19
FIVE:	The Solano County SUCCESS Consortium	29
SIX:	The South Coast EOP/S Consortium	37
SEVEN:	Findings and Conclusions	43
EIGHT:	Recommendations	51
APPENDIX:	Assembly Bill 507, 1978	55
REFERENCES		59

TABLES

		Page
1.	Characteristics of the Five California Student Opportunity and Access Program (Cal-SOAP) Projects, 1981-82	4-5
2.	Project AQUI Proposed and Actual Activities, 1981-82	8
3.	College-Going Rates Among Students Served by Project AQUI--Cal-SOAP Consortium, 1979-1981	9
4.	Project AQUI Institutional Matching Contributions, 1979-80 to 1982-83	11
5.	East Bay Cal-SOAP Consortium Proposed and Actual Activities, 1981-82	15
6.	College-Going Rates Among Students Served by East Bay Cal-SOAP Consortium, 1979-1981	16
7.	East Bay Cal-SOAP Consortium Institutional Matching Contributions, 1979-80 to 1982-83	17
8.	Ethnic Background of High School Seniors (the Primary Target Population) in the San Diego Cal-SOAP Project, 1979-1982	20
9.	San Diego County Cal-SOAP Consortium Proposed and Actual Activities, 1981-82	22-23
10.	College-Going Rates Among Students Served by San Diego County Cal-SOAP Consortium, 1979-1981	24
11.	San Diego County Cal-SOAP Consortium Institutional Matching Contributions, 1979-80 to 1982-83	26
12.	SUCCESS Consortium Proposed and Actual Activities, 1981-82	31
13.	College-Going Rates Among Students Served by SUCCESS Consortium, 1979-1981	32
14.	SUCCESS Consortium Institutional Matching Contributions, 1979-80 to 1982-83	34

15. South Coast EOP/S Consortium Proposed and Actual Activities, 1981-82 39

16. College-Going Rates Among Students Served by South Coast EOP/S Consortium, 1979-1981 40

17. South Coast EOP/S Consortium Institutional Matching Contributions, 1979-80 to 1982-83 41

18. Summary Evaluation of Cal-SOAP Projects 44-45

ONE

BACKGROUND

Over the past six years, the California Postsecondary Education Commission has recommended that California colleges and universities implement regional interinstitutional outreach efforts designed to increase the number of low-income and ethnic minority students who enroll in college. For example, in 1980, the Commission declared its intention to "promote intersegmental coordination and cooperation in statewide student affirmative action efforts," called on institutions "to allocate a portion of the State funds provided for student affirmative action to support regional cooperative efforts," and advocated "formal cooperative efforts among postsecondary institutions from different segments . . . in the coordination of outreach efforts" (1980, pp. 216-217).

The California Student Opportunity and Access Program ("Cal-SOAP") has been the only State-funded effort to implement this recommendation. Established in 1978 through the passage of Assembly Bill 507 (Chapter 113, Statutes of 1978; reproduced in the Appendix on pp. 53-55 below). Cal-SOAP is a competitive-grants program designed:

1. To establish five interinstitutional pilot projects designed to increase accessibility of postsecondary education for low-income high school students and Community College students (upon completion of their Community College program) by:

   a. providing information about postsecondary educational opportunities for low-income students; and/or

   b. raising the achievement levels of low-income students so as to expand the college-eligibility pool.

2. To reduce unnecessary duplication in outreach efforts; and

3. To utilize college students of low-income backgrounds to provide peer counseling and tutoring for low-income high school students.

The enabling legislation specified that the pilot Cal-SOAP projects should not continue beyond June 30, 1983. In the 1982-83 Budget Act, the Legislature extended this deadline to June 30, 1984.

The Legislature provided $250,000 in grant funds for each of the first two years of Cal-SOAP, $267,500 for fiscal year 1981-82, and $275,225 for fiscal year 1982-83. In addition, it allocated $30,000 to the California Student Aid Commission for program administration for each of the four years, and provided $27,500 to the California Postsecondary Education Commission for program evaluation.

The Student Aid Commission established a fifteen-member advisory committee for Cal-SOAP, as required by the enabling legislation, in the Fall of 1978. Grant proposals were solicited from interinstitutional consortia in Spring of 1979. To be eligible for funding, the projects were expected to include at least three institutions, one of which was to be a Community College. The legislation also required that at least one project be established in a rural area, and that at least one involve an independent institution.

The five Cal-SOAP projects, as selected by the Student Aid Commission, are listed in Table 1 on pp. 4-5, together with information about their member institutions, primary goals, activities, administrative offices, and level of funding.

The California Postsecondary Education Commission prepared an initial evaluation in January 1981 (Commission Report 81-4) and submitted a second progress report to the Legislature in March 1982 (Commission Report 82-9).

The primary purposes of this final Commission evaluation are to (1) review the development of each of the five pilot projects and their achievement of specific project objectives, (2) review the overall development of the Cal-SOAP Program and its achievement of legislatively established objectives, and (3) summarize what has been learned from Cal-SOAP about the development and operation of interinstitutional efforts to expand educational opportunities.

To evaluate each of the projects, which are now in their fourth year of operation, the Commission has sought to answer the following six questions about them:

1. Has the project implemented most or all of its planned activities?

2. Has the project achieved its specific objectives, and is there evidence that the project has increased the number of the target students enrolling in postsecondary institutions?

3. Have the institutions in the consortium assumed financial support for the project?

4. Has the consortium been effective in improving interinstitutional coordination of outreach programs designed to increase

access to postsecondary education for low-income high school and Community College students?

5. Has the project consistently developed and improved, with stability among the consortia membership, staffing, and project activities?

6. Has the project been effectively administered, and have the delivery of project services been timely and efficient?

The following five sections of this report describe each of the projects in turn. A seventh section presents general findings and conclusions, and an eighth contains recommendations for the future.

TABLE 1 Characteristics of the Five California Student Opportunity and Access Program (Cal-SOAP) Projects, 1982-83

Characteristic		Central Coast EOP/S Consortium (Project AQUI) (Santa Clara County)	East Bay Consortium (Alameda and Contra Costa Counties)
Member Institutions: Postsecondary		San Jose City College San Jose State University Santa Clara University Skyline College Stanford University West Valley College	California State University, Hayward Contra Costa College Mills College Peralta Community College District: College of Alameda, Merritt College, Laney College, Vista College University of California, Berkeley
Member Institutions: Secondary		Independence High School Los Altos High School Mountain View High School San Jose High School Santa Clara High School	Berkeley Unified School District Bishop O'Dowd High School Holy Names High School Notre Dame High School Oakland Unified School District Richmond Unified School District St. Elizabeth's High School St. Mary's High School
Member Institutions: Community Agency		Kiwanis Club of San Jose South Bay Area Health Education Center	Stiles Hall (University YMCA) Spanish Speaking Citizens Foundation
Primary Project Goal		Raise the achievement level of low-income students through motivational and academic assistance	Raise the achievement level of low-income students through academic support programs such as tutoring
Services Provided		Tutorial and advisement services Transfer student development Dissemination of information to students and parents Career information and guidance	Advising services to low-income and minority youth Information on career opportunities Tutorial services Motivational activities such as study-skills training, workshops, and field trips
Location of Administrative Offices		Santa Clara Office of Education, San Jose	Stiles Hall, Berkeley
Project Grant	1979-80	$51,000	$50,000
	1980-81	$41,400	$50,000
	1981-82	$36,000	$62,100
	1982-83	$36,530	$55,591
Institutional Matching Funds	1979-80	$65,072	$61,578
	1980-81	$41,400	$59,134
	1981-82	$39,000	$68,109
	1982-83	$51,272	$75,231

Source: California Postsecondary Education Commission.

San Diego County Cal-SOAP Consortium	Solano University and Community College Educational Support Services (SUCCESS) Consortium (Solano-Yolo Counties)	South Coast EOP/S Consortium (Orange County)
Cuyamaca College Grossmont College Grossmont Community College District Point Loma College San Diego City College San Diego Community College District San Diego Mesa College San Diego Miramar College San Diego State University Southwestern College United States International University University of California, San Diego University of California Systemwide	California State University, Sacramento Solano College Sonoma State University University of California, Davis University of California Systemwide	California State Polytechnic University, Pomona California State University, Long Beach Cerritos College Compton College Fullerton College Orange Coast College Santa Ana College University of California, Irvine UCLA, Educational Opportunity Center
San Diego Unified School District	Benicia Unified School District Dixon Unified School District Fairfield-Suisun Unified School District Rio Vista High School Vacaville Unified School District Vallejo Unified School District Winters Joint Unified School District	Artesia High School Banning High School Costa Mesa High School Estancia High School Whittier High School
Wahupa Educational Enterprises, Inc. (Talent Search Project)		
Develop a cost-effective system that coordinates and disseminates information to target students about postsecondary opportunities	Raise the achievement level of low-income high school students through academic support programs such as tutorial assistance and increase awareness of low-income high school and Community College students to postsecondary opportunities	Raise the achievement level of low-income high school students through academic support programs such as tutorial assistance
Dissemination of information to students, parents, and community groups through various activities Peer advising in high schools and Community Colleges Holding of "career" seminars Limited academic (tutorial) support Development of course compendium	Tutorial assistance for target high school students Peer advising in high schools Educational counseling of Community College students who are employed in tutoring and advising College residential program at close of school year Dissemination of information to parents and students	Academic tutorial assistance to high school students College advisement and motivation College residential program at close of year; campus visits at other times Comprehensive college and university information Information and advising for Community College transfer students
Riley Guidance Center, San Diego City Schools	Vacaville Unified School District	California State University, Long Beach
$60,000 $71,000 $86,250 $81,174	$47,000 $43,800 $54,970 $50,965	$42,000 $43,300 $54,970 $50,965
$ 38,500 $109,415 $140,307 $144,588	$52,121 $67,500 $63,500 $77,831	$49,000 $54,000 $66,166 $77,074

TWO

THE CENTRAL COAST EOP/S CONSORTIUM--PROJECT AQUI

The availability of Cal-SOAP funding has enabled the existing Central Coast EOP/S Consortium to establish a project designed to provide motivational and academic assistance to low-income students attending selected high schools in Santa Clara County. During its first year, this project was titled the Higher Education Learning Project (Project HELP). In subsequent years, it has been known as Project AQUI (for "A Quest for Understanding and Involvement in Higher Education"). The primary objective of the project is to raise the achievement level of low-income secondary school students and thereby increase the number of these students who enroll in postsecondary education. Its basic components are tutorial support, peer counseling, career exploration workshops, Community College transfer workshops, and college admission test seminars.

The initial members of this Cal-SOAP Project included the University of California at Santa Cruz, San Jose State University, Santa Clara University, three local Community Colleges--Evergreen Valley, Mission, and San Jose--and three local high schools--Independence, San Jose, and Peterson. After three years of operation, the college and university membership has changed substantially. The University and State University campuses and two of the Community Colleges no longer participate as active members, contributing financially to the project. Instead, the primary members are San Jose City College; Santa Clara University; two other Community Colleges--Skyline and West Valley; the Kiwanis Club; the South Bay Area Health Education Center; and three secondary schools--Independence, San Jose, and Santa Clara. The administrative headquarters for this project have been in the Santa Clara County Office of Education in San Jose.

Project AQUI, the smallest of the five Cal-SOAP Projects, has served primarily ethnic minority students. During 1981-82, 80 percent of the 296 students served were Chicano/Latino. Asian and Pacific Islanders were the second largest ethnic group served, comprising 8 percent of the total. Fifty-five percent of the students were women.

IMPLEMENTATION OF ACTIVITIES

During 1981-82, Project AQUI implemented all of its proposed activities for secondary school students, and the number of students participating was generally equal to or greater than the number anticipated (Table 2). The project was less productive, however,

TABLE 2 Project AQUI Proposed and Actual Activities, 1981-82

Goals	Proposed Activities	Actual Activities
1. To raise achievement levels of low-income high school students	● 250 low-income high school students receive an average of 1-1/2 hours per week of individual and/or group tutoring	● 296 low-income high school students received an average of 1-1/2 hours of individual and/or group tutors
2. To provide information about post-secondary opportunities to low-income high school students	● 250 low-income high school students receive peer advisement from college students	● 296 low-income high school students received peer advisement from college students
	● Three seminars on college admission tests conducted for 95 low-income high school students at three high schools	● Three seminars on college admission tests were conducted for 92 low-income high school students at three high schools
	● Three career information days conducted for 150 low-income high school students	● Three career information days were conducted for 74 low-income high school students
	● Two parent information workshops held for program participants	● 65 parents attended information workshops
3. To assist low-income Community College students in transferring to four-year colleges	● 120 low-income Community College students receive peer advisement from four-year college students	● 93 low-income Community College students received peer advisement from four-year college students
	● Four workshops offered to 120 Community College students to provide information on the transfer requirements of four-year colleges	● Two workshops were offered, with 65 Community College students attending
4. To utilize college students of similar income backgrounds to provide peer advisement and tutoring for low-income high school and Community College students	● 30 low-income college students were hired, trained, and assigned to advise and tutor low-income high school and Community College students	● 39 low-income college students were hired, trained, and assigned to advise and tutor

Summary

High school students served (unduplicated number): 296

Community College students served (unduplicated number): 93

College students employed as peer tutors or advisors (unduplicated number): 39

Students served (unduplicated number): 389

Total expenditures, 1981-82: $78,000

Total expenditures per student served: $200.51

Source: California Postsecondary Education Commission, from Central Coast Consortium.

in implementing activities planned for Community College students. Only two of the four planned workshops for Community College students were held, and attendance was only three-fourths of that expected.

ACHIEVEMENT OF OBJECTIVES

The number of ethnic minority students generally, and Chicano/Latino students in particular, who have enrolled in college after graduating from the three high schools served by the project has slightly decreased during the three years in which Project AQUI has been in operation. In a comparison of the college-going rates in Fall 1981 with Fall 1979 (the year prior to the start of the Cal-SOAP Program), the number of Chicano/Latino students going to public two- and four-year colleges decreased by 7 and 3, respectively (Table 3). The total number of ethnic minorities going to public two- and four-year colleges decreased by 3 each.

During the past two academic years, Project AQUI has begun working with high school seniors, and project staff, therefore, expected increasing numbers of these graduates to enroll in college. As

TABLE 3 College-Going Rates Among Students Served by Project AQUI -- Cal-SOAP Consortium, 1979-1981

	Number Enrolling in University of California			Number Enrolling in California State University			Number Enrolling in Community Colleges			Change in Number Enrolling in College
High School	Fall 1979	Fall 1981	Change 1979 to 1981	Fall 1979	Fall 1981	Change 1979 to 1981	Fall 1979	Fall 1981	Change 1979 to 1981	1979 to 1981
Independence										
Blacks	0	1	+1	3	5	+2	5	3	-2	+1
Hispanics	1	2	+1	7	6	-1	5	3	-2	-2
Filipinos	2	2	0	8	4	-4	0	0	0	-4
San Jose										
Blacks	0	0	0	0	1	+1	1	2	+1	+2
Hispanics	4	1	-3	6	7	+1	19	24	+5	+3
Filipinos	1	1	0	1	0	-1	0	2	+2	+1
Santa Clara										
Blacks	0	0	0	1	2	+1	1	0	-1	0
Hispanics	0	0	0	4	3	-1	17	7	-10	-11
Filipinos	0	0	0	2	2	0	2	6	+4	+4
TOTAL										
Blacks	0	1	+1	4	8	+4	7	5	-2	+3
Hispanics	5	3	-2	17	16	-1	41	34	-7	-10
Filipinos	3	3	0	11	6	-5	2	8	+6	+1

Source: California Postsecondary Education Commission.

potential evidence of the project's effectiveness, the project director expected 90 percent of the graduates served by the project to apply for college admission in the fall, with 75 percent of them enrolling in college-level academic study. Available data on the 62 June 1981 graduates indicate that this objective was not achieved. Approximately 70 percent applied for admission, and a Commission staff telephone survey of those who applied indicated that less than half of the 62 enrolled in college.

An important reason for the limited growth in the number of target students enrolling in college is that the students receiving services had compiled poor academic records, and were generally ineligible for college. For example, at San Jose High School, the average GPA of students entering Project AQUI in Fall 1980 was 1.45, having failed 26 percent of the courses previously attempted. (After one semester in the project, the average GPA was raised to 1.77, with 20 percent of the classes attempted during the year not completed.) At Independence and Santa Clara High Schools, the entering GPA was 1.60 and 1.80, respectively, with a 20 percent failure rate in the courses previously attempted. Despite the improvement in grade point average of project students at some high schools, the number of low-income, ethnic minority students who were prepared for college-level work was not substantially changed.

FINANCIAL SUPPORT

The member institutions of Project AQUI have not demonstrated consistent and growing financial support (Table 4). Four of the six postsecondary institutions who made matching contributions in 1979-80 (Evergreen Valley Community College, Mission College, San Jose State University, and the University of California at Santa Cruz) stopped these contributions in 1982. Only two (San Jose City College and Santa Clara University) have made financial contributions in each of the four years of the project. The total institutional funding match decreased from $65,072 in 1979-80 to $39,000 in 1981-82. The total amount of direct State funding has also decreased each year, from $51,000 in 1979-80 to $36,530 in 1982-83. (The director of the project expects to increase institutional funding for 1982-83 with $18,440 from the South Bay Area Health Education Center.)

INTERINSTITUTIONAL COORDINATION

The Central Coast EOP/S Consortium existed prior to the establishment of Cal-SOAP, and that consortium has continued to develop as a vehicle for cooperative outreach efforts among the colleges within

that region. As a special project of the consortium, however, Project AQUI appears to have had minimal, if any, impact on improving interinstitutional efforts. Project AQUI has not organized or sponsored multi-institution events such as campus visits, counselor workshops, and college fairs, which involve the cooperative efforts of staff from the neighboring secondary and postsecondary institutions. The project has essentially functioned as an autonomous office providing tutorial and counseling services, rather than as an office structured to pull together and enhance the services offered by other institutions.

TABLE 4 Project AQUI Institutional Matching Contributions, 1979-80 to 1982-83

Institution	1979-80	1980-81	1981-82	Proposed 1982-83
Evergreen Valley Community College	$ 5,000	$ 5,000	$ 5,000	0
San Jose City College	5,000	5,000	5,000	$ 6,000
Mission College	5,000	5,000	3,500	0
Santa Clara University	5,000	1,000	1,000	1,000
University of California, Santa Cruz	22,572	10,000	2,500	0
San Jose State University	22,500	10,000	10,000	0
Independence High School	0	0	2,000	2,000
Santa Clara High School	0	0	0	1,000
West Valley College	0	0	5,000	5,000
Skyline College	0	0	0	5,832
San Jose High School	0	0	0	2,000
Mt. View--Los Altos High Schools	0	0	0	5,000
Kiwanis Club	0	0	0	5,000
South Bay Area Health Education Center	0	0	0	18,440
Ohlone College	0	0	5,000	0
TOTALS	$65,072	$41,400	$39,000	$51,272

Source: California Student Aid Commission

CONSTANCY OF DEVELOPMENT

While Project AQUI has been generally stable in the objectives and activities which it proposes each year, it has suffered considerable instability in their implementation. For example, in each of the past two years, the project has planned to provide tutorial and counseling services to six secondary schools. However, only three high schools have actually received those services throughout the entire year. In 1981-82, two schools in Newark and Fremont were identified to receive services. In 1982-83, these schools were replaced by schools in Mountain View and Daly City. Thus in the past two years, the project has not provided services consistently to specific schools and to the students enrolled in those schools. As noted earlier, the institutional membership of the project has fluctuated. In addition, during its first fiscal year, the project suffered from administrative difficulty. The director resigned after six months, with the project's advisory committee and then an interim director completing the year. During subsequent years, staffing has been stable.

EFFECTIVE ADMINISTRATION

In a Commission staff survey of members of the Central Coast Consortium, four of the eight respondents expressed dissatisfaction with the work of the current director and his administrative skills. Further, the majority of these respondents felt that during its first two years of operation the project had not achieved its objectives or those of the enabling legislation. However, some of the respondents felt that during the current year the project has made considerably more progress.

SUMMARY

The Central Coast EOP/S Consortium--Project AQUI--was ineffective in achieving the objectives that it established for itself. During the first three years of operation, the Project demonstrated diminishing institutional financial support, inconsistent services to secondary school students, and ineffective administration.

THREE

THE EAST BAY CAL-SOAP CONSORTIUM

The East Bay Cal-SOAP Consortium is an 18-member project involving the University of California at Berkeley; California State University at Hayward; five Community Colleges; five parochial high schools; the Berkeley, Oakland, and Richmond Unified School Districts; the Spanish Speaking Citizen's Foundation; and Stiles Hall. This Consortium was developed through the Educational Guidance Center, a federally funded Talent Search Project operating in Berkeley at Stiles Hall since 1969. The availability of Cal-SOAP funds in 1979 enabled the existing project to expand its informational/motivational services and to initiate an intensive tutorial and college counseling component.

During the first two years of Cal-SOAP funding, the project essentially functioned as an extension of the Talent Search Project. The administrative staff of the Cal-SOAP project had all worked previously with the Educational Guidance Center, and during 1979-81, the staff from both projects worked together on most activities. Beginning in 1981-82, the East Bay Cal-SOAP Consortium increasingly functioned as an independent project with an advisory board and, as of September 1982, with a full-time director. The administrative headquarters for the project remain at Stiles Hall in Berkeley.

The services provided by the project have three components: (1) peer advising about postsecondary opportunities for students at five parochial schools, (2) a Saturday School for low-income high school students, and (3) peer counseling about transfer opportunities for Community College students. College students are hired and trained to work as peer advisers at St. Elizabeth's, Bishop O'Dowd, Holy Names, St. Joseph's-Notre Dame, and St. Mary's High Schools. These private schools were selected rather than public schools because the project administration felt that private school students need services more than public school students in the East Bay because of the number of outreach programs offered in this area by local four-year universities. The Saturday School is operated at Stiles Hall and provides individual and group tutoring, decision-making workshops, assertiveness training, college entrance exam preparation, career exploration services, study skills workshops, and tutoring in math, English, and foreign languages. The Saturday School staff states that their program "duplicates the type of services to be found on a typical college campus so that our students will actively seek out such help once they begin their college careers."

IMPLEMENTATION OF ACTIVITIES

During 1981-82, the East Bay Consortium initiated all of its planned activities. However, the number of high school and Community College students receiving the services has been substantially lower than expected (Table 5). For example, while the Saturday School planned to serve 200 students who would attend at least three sessions each year, only 74 students participated at least three times during 1980-81, and only 36 did so during 1981-82. Similarly, while the project expected to provide peer counseling services for 600 Community College students, only 208 participated in the project during 1981-82.

ACHIEVEMENT OF OBJECTIVES

Levels of achievement have been mixed among the high school participants in this project. A Commission telephone survey of 62 percent of the twelfth-grade participants who attended the Saturday School at least once in 1981-82 revealed that 90 percent had enrolled in college the following year. Half of those reached were enrolled in public four-year colleges, 24 percent were attending public two-year colleges, and 17 percent were registered at independent institutions. Although most of these students were probably college bound prior to attending Saturday School, they reported that the project had helped them, particularly through tutoring, career counseling, and preparation for the SAT test. On the more negative side, among students being advised at four of the five parochial schools, no greater number are enrolling in college now than prior to the project. In a comparison of their college-going rates, five fewer ethnic minority students and 14 fewer white students enrolled in the University of California in Fall 1981 than in Fall 1979. (More than 40 percent of the participants in this component of the project are white, with 35 percent Black and 18 percent Hispanic.) During the same time period, eight fewer ethnic minority students and 32 fewer white students enrolled in the Community Colleges. The only segment in which there was an increase was the State University, which enrolled five more ethnic minority students and 13 more white students from these high schools. In short, fewer graduates of these schools are enrolling in public colleges after two years of involvement with the project than occurred prior to its start (Table 6).

TABLE 5 East Bay Cal-SOAP Consortium Proposed and Actual Activities, 1981-82

Goals	Proposed Activities	Actual Activities
1. To raise achievement levels of low-income high school students	• 200 low-income high school students participate at least three times in a Saturday program and receive assertiveness training, decision-making workshops, college entrance exam preparation, career exploration services, study skills workshops, and tutoring in math, English, and foreign languages	• 36 low-income high school students participated at least three times in the Saturday program
2. To provide information about postsecondary opportunities to low-income high school students	• 200 low-income students attending four parochial high schools receive peer advising about postsecondary education	• 135 low-income students attending four parochial high schools received advising
	• 500 low-income high school students attend a one-day college information session	• Approximately 300 high school students attended a College Information Day at Mills College, which was jointly sponsored by the East Bay Consortium and a University and College Opportunity project funded through the State Department of Education
	• 100 low-income high school students attend a one-day career information seminar	• 46 low-income students attended a career information seminar on May 1 at Fremont High School
3. To assist low-income Community College students in transferring to four-year colleges	• 600 low-income Community College students advised about transfer opportunities through peer counselors	• 208 low-income Community College students were advised about transfer opportunities
	• 400 Community College students participate in six workshops and receive financial aid and application assistance for transfer to four-year institutions	• Data not available to determine
4. To utilize college students of similar income backgrounds to provide peer advisement and tutoring for low-income students	• 24 low-income college students were hired, trained, and assigned to tutor and advise students in the Saturday program and in schools in the Consortium	• 23 low-income college students were hired, trained, and assigned to advise and tutor

Summary

High school students served (unduplicated number): 735

Community College students served (unduplicated number): 208

College students employed as peer tutors or advisors (unduplicated number): 27

Students served (unduplicated number): 943

Total expenditures, 1981-82: $124,632

Total expenditures per student served: $132.19

Source: California Postsecondary Education Commission, from East Bay Consortium.

TABLE 6 College-Going Rates Among Students Served by the East Bay Cal-SOAP Consortium, 1979-1981

High School	Number Enrolling in University of California			Number Enrolling in California State University			Number Enrolling in Community Colleges			Change in Number Enrolling in College
	Fall 1979	Fall 1981	Change 1979 to 1981	Fall 1979	Fall 1981	Change 1979 to 1981	Fall 1979	Fall 1981	Change 1979 to 1981	1979 to 1981
Bishop O'Dowd										
Blacks	7	5	-2	4	11	+7	19	11	-8	-3
Hispanics	1	0	-1	2	0	-2	4	0	-4	-7
Filipinos	3	0	-3	0	0	0	0	0	0	-3
Whites	35	16	-19	13	14	+1	46	21	-25	-43
St. Elizabeth										
Blacks	1	0	-1	1	4	+3	12	9	-3	-1
Hispanics	1	0	-1	2	1	-1	7	10	+3	+1
Filipinos	0	3	+3	0	1	+1	0	2	+2	+6
Whites	1	1	0	1	2	+1	4	2	-2	-1
St. Joseph's Notre Dame										
Blacks	2	0	-2	1	0	-1	2	8	+6	+3
Hispanics	0	0	0	0	2	+2	5	4	-1	+1
Filipinos	0	0	0	0	0	0	4	0	-4	-4
Whites	3	4	+1	0	4	+4	10	9	-1	+4
St. Mary's										
Blacks	4	6	+2	5	1	-4	10	10	0	-2
Hispanics	2	1	-1	0	0	0	0	1	+1	0
Filipinos	1	2	+1	0	0	0	0	0	0	+1
Whites	3	6	+3	1	8	+7	8	4	-4	+6
TOTAL										
Blacks	14	11	-3	11	16	+5	43	38	-5	-3
Hispanics	4	1	-3	4	3	-1	16	15	-1	-5
Filipinos	4	5	+1	0	1	+1	4	2	-2	0
Whites	46	32	-14	15	28	+13	68	36	-32	-34

Source: California Postsecondary Education Commission.

FINANCIAL SUPPORT

The East Bay SOAP Consortium has had generally consistent and stable financial support from its member institutions (Table 7). The largest contributors have been Stiles Hall, Berkeley, and the University of California at Berkeley, which annually provide about 85 percent of the program's matching contributions. Mills College terminated its financial contribution in 1981-82, as did Merritt College this year. (Both colleges have continued their involvement in the project, however, donating staff time.) California State University, Hayward, joined the Consortium in 1981-82 and is providing an $8,000 contribution annually.

TABLE 7 East Bay Cal-SOAP Consortium Institutional Matching Contributions, 1979-80 to 1982-83

Institution	1979-80	1980-81	1981-82	Proposed 1982-83
Stiles Hall, Berkeley	$35,178	$24,634	$28,709	$37,491
University of California, Berkeley	25,000	25,000	25,000	25,000
Mills College	1,400	2,100	0	0
College of Alameda	0	1,600	1,600	1,600
Contra Costa College	0	1,600	1,600	1,600
Merritt College	0	1,600	1,600	0
Laney College	0	1,600	1,600	1,600
California State University, Hayward	0	0	8,000	8,000
TOTALS	$61,578	$59,134	$68,109	$75,231

Source: California Student Aid Commission.

INTERINSTITUTIONAL COORDINATION

During the first two years of its operation, the East Bay Consortium did not work effectively as an intersegmental effort to improve the coordination of existing outreach programs. The project was essentially an extension of a federally funded Talent Search project, rather than a consortium of educational institutions. During the past year, the project has begun to function as an interinstitutional effort, sponsoring events such as a Career Day at Fremont High School on May 1 and a College and University Day in Berkeley on October 9. Monthly board meetings have also been initiated, with good attendance and information sharing among participants. Nonetheless, in a Commission survey of members of the project's advisory board, one respondent stated, "the Cal-SOAP Project has not yet developed a strong coordination role with respect to the outreach activities of the consortium's member institutions . . . . Our office has initiated very few cooperative efforts with other postsecondary institutions as a result of the Cal-SOAP Project. These efforts have been limited primarily to participation in Cal-SOAP-sponsored College and Career Information Days and joint meetings with EOPS personnel . . . ." In short, the Consortium does not have a strong record in interinstitutional coordination but is now making progress in this area.

CONSTANCY OF DEVELOPMENT

There has generally been stability among the membership, staffing, and activities of the East Bay Consortium. The involvement with parochial schools in the Consortium and the operation of the Saturday tutorial program was an integral part of the initial proposal, and these components have been continued and improved over the past three years. The primary area where the project has demonstrated some instability has been in the administration. The individual with initial responsibilities in this area left during the third year and was replaced by a three-person team with administrative responsibilities. In September 1982, one individual was selected from the team to assume the position of project director. Generally, however, the project has demonstrated good stability and consistency of services.

EFFECTIVE ADMINISTRATION

A Commission survey of schools served by the East Bay Consortium and of members of the advisory board indicates general satisfaction with the quality of project administration. Representatives of the parochial schools report that the tutors and counselor aides were well trained and reliable. The area where the project administration has been weak has been the lack of systematic collection of data about the clients served, as well as the lack of specific objectives for the Cal-SOAP project as distinct from those of the Educational Guidance Center in the initial years.

SUMMARY

The East Bay Cal-SOAP Consortium was effective in achieving some of the objectives it established for itself, particularly during the past 12 months. During the first two years of its operation, the Consortium functioned essentially as an extension of a federally funded Talent Search project. During the third year, the Consortium demonstrated greater effectiveness in the coordination of existing outreach programs, increased institutional financial support, and continued stability in membership and activities.

FOUR

THE SAN DIEGO COUNTY CAL-SOAP CONSORTIUM

The San Diego County Cal-SOAP Consortium as established in 1979 included the University of California Systemwide and the University of California, San Diego, San Diego State University, United States International University, the four Community Colleges of the San Diego Community College District--City, Mesa, Miramar, and Southwestern--and the San Diego Unified School District. This same membership has continued to the present, with the addition of Point Loma College, the Grossmont Community College District and its two colleges--Cuyamaca and Grossmont--and Wahupa Educational Enterprises, a community agency. The administrative headquarters for the Consortium have been in the San Diego Unified School District's Guidance Center. The primary objective of this project has been to operate a cost-effective system that coordinates and disseminates information to low-income and ethnic minority students about postsecondary opportunities. During the past year, the project has also begun to emphasize improving the preparedness of target students to enter and succeed in college.

The five major activities of the Consortium have been the operation of (1) the guidance-aide component which consists of training, placing, and supervising college students to provide one-to-one advising for approximately 4,000 low-income and ethnic minority San Diego high school juniors and seniors; (2) a comprehensive student information system whereby academic transcripts of low-income and minority secondary school students are maintained at the project office for access by college representatives for recruitment purposes; (3) coordination of recruitment visits by postsecondary representatives to the high school; (4) a college information hot line--a toll-free telephone number in San Diego County which contains 13 tapes in English and Spanish to answer basic admissions and financial aid questions about federal and State student assistance programs as well as about each of the institutions in the Consortium; and (5) financial aid workshops for students and parents.

In 1981-82, the project began to hire and train college students to serve as peer tutors for students in the AVID (Advancement Via Individual Determination) Project at Clairemont High School--a teacher-initiated project designed to prepare low-income and minority students to pursue a four-year college education. The Consortium has also been involved in in-service training activities for secondary school counselors by presenting conferences on college admissions and financial aid.

Secondary school students have been selected for participation in the San Diego project on the basis of two criteria: (1) Participation in the free lunch program, which has been the school district's single measure of family economic status (under $13,000 annual income for a family of four), and/or (2) ethnic minority background. All seniors meeting either of these criteria are served by the project. High school juniors are a secondary target group. The number and ethnic composition of the high school seniors during the operation of the project is summarized in Table 8.

TABLE 8 Ethnic Background of High School Seniors (the Primary Target Population) in the San Diego Cal-SOAP Project, 1978-1982

	Number of Seniors						
Ethnic Background	Fall 1978	Fall 1979	Fall 1980	Fall 1981	Fall 1982	Change '78 to '80	Change '78 to '82
Asian (Excluding Indo-Chinese)	201	281	243	265	233	+ 42	+ 32
Black	1,087	1,069	1,001	1,097	914	- 86	-173
Filipino	78	109	113	155	252	+ 35	+174
Hispanic	897	886	922	1,004	1,042	+ 25	+145
Indo-Chinese	57	80	135	300	527	+ 78	+470
Native American	13	14	15	11	23	+ 2	+ 10
White	70	93	159	129	154	+ 89	+ 84
TOTAL	2,403	2,532	2,588	2,961	3,145	+185	+742

Source: San Diego County Cal-SOAP Consortium.

Note: The data for Fall 1978 are presented for purposes of comparison with the data about the college-going rate for subsequent years. (The San Diego County Cal-SOAP Consortium began serving seniors in Fall 1979.) The data in the column "Change '78 to '80" are presented for comparison with the data in Table 10.

As Table 8 indicates, the size of the prospective target group has grown each year and by more than 700 students during the past five years. Approximately 65 percent of this increase has been among Indo-Chinese students moving into the San Diego area. The number of Hispanic and Filipino students has increased, with a similar decrease among Black students.

During the four years of the project, its structure and services have remained generally constant. The three areas of change have been (1) the increasing number of high school seniors to be served and, therefore, the need for more guidance aides to work at the school sites; (2) an increasing emphasis on training college students employed as peer advisors by other college-based outreach programs in San Diego (particularly for Southwestern College and California State University, San Diego); and (3) working with junior and senior high school students below the eleventh-grade level in a specially funded effort initiated in Fall 1982 to improve academic performance.

IMPLEMENTATION OF ACTIVITIES

The San Diego County Cal-SOAP Consortium implemented all but one of its planned activities during 1981-82, and it also completed one cooperative activity not originally planned--distribution of a "San Diego Area Higher Education Fact Sheet" (Table 9). It served the anticipated number of high school seniors but a lower number of high school juniors and Community College students than planned. Because of an increase of approximately 400 target students, the Cal-SOAP guidance aides spent a greater amount of time serving the seniors, and they were, therefore, not able to begin serving juniors until April. In the Community College component, the project coordinated a ten-week set of visits to Community Colleges by representatives from four-year institutions through which 510 students received information about the transfer process. However, follow-up visits scheduled for the spring were cancelled because both two- and four-year college representatives felt ample activities were already underway, including the activities of the San Diego Community College District Student Affirmative Action Transition Project.

ACHIEVEMENT OF OBJECTIVES

This is the only one of the five projects which has sufficient information on the high school target population to permit pre- and

TABLE 9 San Diego County Cal-SOAP Consortium Proposed and Actual Activities, 1981-82

Goals	Proposed Activities	Actual Activities
1. To raise achievement levels of low-income high school students	● Cooperate with the AVID Project at Clairemont High School by hiring and training eight peer tutors (college students) to assist 57 low-income high school students with math, English, and study skills training	● Eight peer tutors were trained to assist 57 low-income high school students in the AVID Project
	● Cooperate with the AVID Summer Bridge Project to provide 15 college-bound graduating seniors with intensive academic skill preparation	● The AVID Summer Bridge Project was not held
2. To provide information about postsecondary opportunities to low-income high school students	● 2,961 target high school seniors receive one-to-one advisement from guidance aides (college students)	● 2,958 target high school seniors received one-to-one advisement from guidance aides (college students)
	● 3,000 target high school juniors receive one-to-one advisement from guidance aides (college students)	● 975 low-income high school juniors received one-to-one advisement from guidance aides (college students)
	● 11 financial aid workshops to be held for 1,500 target students and their parents	● 11 financial aid workshops were held for 1,567 target students and their parents
	● One financial aid and college information workshop to be held for 125 counselors and advisors among the Consortium institutions	● Two workshops were held (on November 19, and December 9) with 222 counselors and advisors attending
	● Two neighborhood "College Nights" to be held for 300 target high school students and their parents	● Two neighborhood College Nights (on December 9, 1981 and March 23, 1982) were held with 993 students and 189 parents participating
	● Maintain a college information "hot line," to receive at least 1,300 calls for college information	● 722 calls were received by the college information "hot line"
	● Provide postsecondary institutions with information regarding eligibility characteristics or career choices of low-income high school seniors, so that 5,000 packets of materials are mailed to these students at their homes from the colleges	● 12,684 packets of materials were mailed by individual postsecondary institutions, as a consequence of the Cal-SOAP information system. 19,306 packets of materials were distributed directly by the Cal-SOAP Project.
	● Not initially proposed	● The San Diego Area Financial Aid Directors and the SOAP Project cooperatively prepared a "San Diego Area Higher Education Fact Sheet" which was distributed to approximately 800 staff from area secondary schools, Community Colleges, and community agencies

(continued)

TABLE 9 (continued)

Goals	Proposed Activities	Actual Activities
3. To assist low-income Community College students in transferring to four-year colleges	● 1,000 low-income Community College students receive advising from outreach officers representing four-year institutions	● 510 low-income Community College students were advised by outreach officers representing four-year institutions
	● 35 low-income students at Southwestern Community College receive intensive advising on transfer strategies	● 35 students at Southwestern College participated in a seminar series and counseling sessions centering on transferring to four-year colleges
4. To utilize college students of similar income backgrounds to provide peer advisement and tutoring for low-income high school and Community College students	● 29 college students are hired and trained to assist high school counselors in advising high school seniors and juniors at 15 high schools	● 29 college students were hired and trained to assist high school counselors. In addition, 22 college students were trained as guidance aides for Southwestern College and for CSU, San Diego (the MEMAP Project).
	● Eight college students are trained to work with the AVID Project at Clairemont High School	● Eight college students were trained to work with the AVID Project at Clairemont High School

Summary

High school students receiving advisement (unduplicated number): 3,933

Community College students receiving advisement (unduplicated number): 545

Secondary school staff receiving services (unduplicated number): 222

College students employed as peer tutors or advisors (unduplicated number): 29

Students served (unduplicated number): 4,478

Total expenditures, 1981-82: $251,609

Total expenditures per student served: $56.19

Source: California Postsecondary Education Commission, from San Diego County Cal-SOAP Consortium.

post-comparisons of college-going rates. An increasing number of the target students in the schools served by the project are enrolling in college. Data provided through the Commission's information system indicate that an increasing number of Black, Hispanic, and Filipino students from San Diego's 14 high schools are enrolling in public four-year colleges (Table 10). In Fall 1981, for example, 25 more Black, Hispanic, and Filipino graduates enrolled in the University of California than in Fall 1979, when the project started. An increase of 33 Black, Hispanic, and Filipino students occurred at the California State University during the same period, as did a 19-student increase in enrollment at two-year institutions. The increase in enrollment of Black students in four-year colleges from these high schools is particularly impressive given the decrease in the number of Black students in the project's target population during the same time period (see Table 8). While the total number of Black, Filipino, and Hispanic students in the target population decreased by 26 from Fall 1978 to Fall 1980, the number of Black, Filipino, and Hispanic students from this target population who enrolled in college during the same time period increased by 77, and the increase is distributed over all three public segments.

The project has developed a cost-effective system to coordinate and disseminate information to low-income and ethnic minority students about postsecondary opportunities. During 1981-82, it disseminated 19,306 packets of information to target students, while postsecondary institutions utilized the system to distribute an additional 12,684 packets to prospective students. In addition, every low-income and ethnic minority senior in San Diego secondary schools met at least once on a one-to-one basis with a college student trained as a guidance aide.

FINANCIAL SUPPORT

The project has had strong financial support from its member institutions (Table 11). Each year, the amount of funds committed to it by the participating institutions has increased. Over the first three years, the amount expanded by 55 percent, from $88,500 to $136,950. While the largest contributions annually have been made by the University of California Systemwide Office, all of the member institutions have made significant contributions.

INTERINSTITUTIONAL COORDINATION

The project has been effective in improving the coordination of existing outreach programs. In a Commission survey of representatives of the Consortium members, all 11 respondents agreed that the project has been successful in this area. The representative of

TABLE 10 College-Going Rates Among Students Served by San Diego County Cal-SOAP Consortium, 1979-1981

High School	Number Enrolling in University of California			Number Enrolling in California State University			Number Enrolling in Community Colleges			Change in Number Enrolling in College
	Fall 1979	Fall 1981	Change 1979 to 1981	Fall 1979	Fall 1981	Change 1979 to 1981	Fall 1979	Fall 1981	Change 1979 to 1981	1979 to 1981
Clairemont										
Blacks	0	3	+3	1	2	+1	18	22	+4	+8
Hispanics	3	3	0	2	2	0	16	22	+6	+6
Filipinos	4	2	-2	0	0	0	0	2	+2	0
Crawford										
Blacks	5	0	-5	6	7	+1	43	42	-1	-5
Hispanics	0	3	+3	3	5	+2	25	19	-6	-1
Filipinos	0	0	0	0	1	+1	0	2	+2	+3
Henry										
Blacks	2	1	-1	9	7	-2	51	39	-12	-15
Hispanics	6	2	-4	6	3	-3	20	23	+3	-4
Filipinos	1	0	-1	0	2	+2	1	2	+1	+2
Hoover										
Blacks	3	0	-3	1	0	-1	8	9	+1	-3
Hispanics	3	0	-3	10	6	-4	34	31	-3	-10
Filipinos	0	0	0	1	0	-1	0	2	+2	+1
Kearny										
Blacks	2	2	0	2	3	+1	39	23	-16	-15
Hispanics	1	4	+3	3	4	+1	33	26	-7	-3
Filipinos	3	1	-2	3	1	-2	1	9	+8	+4
La Jolla										
Blacks	1	1	0	0	0	0	4	6	+2	+2
Hispanics	4	2	-2	2	3	+1	12	9	-3	-4
Filipinos	2	1	-1	0	0	0	0	0	0	-1
Lincoln										
Blacks	1	4	+3	4	14	+10	61	46	-15	-2
Hispanics	1	0	-1	0	2	+2	7	5	-2	-1
Filipinos	0	0	0	0	0	0	0	0	0	0
Madison										
Blacks	1	2	+1	0	8	+8	30	48	+18	+7
Hispanics	0	5	+5	3	7	+4	25	27	+2	+11
Filipinos	3	2	-1	2	3	+1	0	10	+10	+10
Mira Mesa										
Blacks	0	4	+4	0	1	+1	2	25	+23	+28
Hispanics	0	6	+6	1	4	+3	3	12	+12	+21
Filipinos	0	10	+10	2	8	+6	0	22	+22	+38
Mission Bay										
Blacks	0	0	0	0	0	0	7	5	-2	-2
Hispanics	0	1	+1	2	0	-2	5	14	+9	+8
Filipinos	1	0	-1	0	0	0	0	1	+1	0
Morse										
Blacks	5	4	-1	9	10	+1	116	89	-27	-27
Hispanics	1	4	+3	4	1	-3	23	23	0	0
Filipinos	3	11	+8	3	10	+7	6	13	+7	+17
Point Loma										
Blacks	1	3	+2	1	0	-1	17	10	-7	-6
Hispanics	0	5	+5	0	3	+3	14	18	+4	+12
Filipinos	1	0	-1	0	1	+1	0	0	0	0
San Diego										
Blacks	1	2	+1	8	3	-5	44	24	-20	-24
Hispanics	3	5	+2	4	7	+3	104	90	-14	-9
Filipinos	1	0	-1	2	0	-2	0	3	+3	0
Serra										
Blacks	1	0	-1	3	2	-1	8	14	+6	+4
Hispanics	0	1	+1	1	0	-1	6	6	0	0
Filipinos	2	2	0	1	2	+1	0	6	+6	+7
TOTAL										
Blacks	23	26	+3	44	57	+13	448	402	-46	-30
Hispanics	22	41	+19	41	47	+6	327	328	+1	+26
Filipinos	26	29	+3	14	28	+14	8	72	+64	+81

Source: California Postsecondary Education Commission.

TABLE 11 San Diego County Cal-SOAP Consortium Institutional Matching Contributions, 1979-80 to 1982-83

	1979-80	1980-81	1981-82	Proposed 1982-83
University of California at San Diego	$15,000	$ 15,000	$ 14,137	$ 14,137
University of California at Systemwide	30,000	30,000	30,000	30,000
San Diego State University	23,000	21,000	11,000	14,000
San Diego Community College District	2,025	912	1,200	1,060
Southwestern College	7,000	2,452	18,088	18,375
US International University	0	6,000	6,000	10,000
Point Loma College	0	950	1,792	1,600
Wahupa Enterprises	0	9,800	10,190	9,800
Cuyamaca College	0	0	0	3,068
Grossmont College	0	0	0	4,956
Grossmont Community College District	0	0	0	2,845
San Diego City College	3,915	6,000	11,400	8,500
San Diego Mesa College	7,290	16,901	17,000	12,000
San Diego Miramar College	270	400	400	500
San Diego Unified School District	*	14,402	16,143	13,747*
TOTAL	$88,500	$123,817	$136,950	$144,588

*The San Diego Unified School District contributed an amount in 1979-80 comparable to that in other years through the salary of a counselor on leave.

Source: California Student Aid Commission.

the San Diego Unified School District stated that "we now have a coordinated effort to assist our counselors, low-income students, and minority students that was not evident three years ago. We, as a district, now have the satisfaction of knowing that there is a team effort amongst consortium members to get the best and most in services to youngsters." Among the strengths of this project, as identified by the members, are the coordinated training of all outreach staff, the coordinated preparation of college publications, and a data base about potential college students accessible to all members. The cooperative efforts within the Consortium have included counselor conferences, college and career fairs, campus tours, coordination of visits to the high schools, admissions conferences for faculty and staff of local colleges, and the preparation and submission of funding proposals to various federal and State agencies.

Other cooperative activities of the project include the provision of eight college students trained as peer tutors to work at Clairemont High School with the AVID Project. The purpose of this teacher-initiated project is to prepare low-income and ethnic minority students for entry and success in four-year colleges. Students in the AVID Project are enrolled in five college preparatory courses per semester. Of the five classes, these students have taken an average of 2.9 advanced study courses each semester. These classes more closely simulate college courses than do traditional college-preparatory courses. Among the 57 students in the AVID Project in 1981-82, their average grade point average in courses other than physical education was 3.0--an increase since entering the project of 0.2, despite the increase in enrollment in more advanced-level courses per semester.

A cooperative activity that has not been as cost-effective as anticipated is the college information "hot line," which allows anyone within the county to call toll free for information about any of the colleges within the county and/or about federal and State financial assistance. The monthly maintenance cost of the hot line is $240. During 1981-82, 722 calls were received for an approximate cost per call during the year of $4.00. If the hot line is to be maintained, it needs to be more cost-effective through improved publicity about its existence. Unless there is a substantial increase in the number of users, it should be discontinued.

CONSTANCY OF DEVELOPMENT

There has been stability in the membership and staffing of the Consortium during its three and a half years of operation. The specific goals and activities of the project have been constant,

with the project adding new activities as funding levels have increased and as its information system has developed.

EFFECTIVE ADMINISTRATION

The project has been effectively administered. The members of the advisory committee are unanimous in their praise of the director and her staff, and the project has not only collected data about the students served, but used these data in periodic self-evaluation. A Commission survey of counselors in 14 of the San Diego high schools found a high rate of satisfaction from them about the quality of services provided by the SOAP guidance aides and about their knowledge and training. All responded that the services were "essential for the students at their school." Only one counselor reported that the guidance aide on her campus had been unreliable, and that student was promptly replaced.

SUMMARY

The San Diego County Cal-SOAP Consortium was effective in developing a cost-effective system to coordinate and disseminate information to low-income and ethnic minority students about postsecondary opportunities. Available data indicate that during the first two years of the project, an increasing proportion of the target students enrolled in college, compared to their participation rates prior to the start of the project. Moreover, the project demonstrated increasing institutional financial support, stability of membership, and efficient administration.

FIVE

THE SOLANO COUNTY SUCCESS CONSORTIUM

The Solano University and Community College Educational Support Services (SUCCESS) Consortium, as established in 1979, included representatives from the University of California, Davis; Sonoma State University; Solano Community College; Centro Tequitl, Inc., in Dixon; and five unified school district offices in Solano and Yolo Counties. During the past three years, the project has grown to include California State University, Sacramento; Dixon Unified School District (replacing Centro Tequitl, Inc.); and Rio Vista High School. The administrative headquarters for the Consortium have been in the offices of the Vacaville Unified School District.

One goal of the Consortium is to serve rural area low-income high school students whose achievement is below their potential, to diagnose their educational needs, and provide tutoring in basic skills and academic course work. A second goal is to increase the awareness of low-income high school and Community College students about postsecondary opportunities. Its services have been generally consistent each of the four years and have included (1) four hours of tutorial services per week for high school students, (2) peer counseling about educational and career opportunities for high school and Community College students, (3) field trips to local colleges and universities, and (4) a summer residential program at the University of California, Davis. The two major changes have been the elimination of the summer residential program at Davis as of next summer because of budget limitations and the separation of the tutoring and counseling responsibilities in Fall 1980, with tutoring provided after school and counseling provided during the school day. (During the first year of the project, both tutoring and counseling were provided after school, but this was altered because of low participation by students in after-school sessions.)

Participants in the program have been selected from among applicants who meet its income eligibility requirements (in the current year, for example, an income of less than $17,500 for a family of four). Tutorial centers are operating in the high schools of the participating school districts, with each center operating two hours per day, two days a week, for fifteen weeks each semester. College students trained as counselor aides supplement the efforts of the school counseling staff in these same schools. Similar informational and motivational services are provided at Solano Community College by students from public four-year colleges.

IMPLEMENTATION OF ACTIVITIES

During 1981-82, the SUCCESS Consortium implemented all of its planned activities, although the participation rate by students and parents was not as great as anticipated (Table 12). Generally, tutors and counselors have been prepared to serve more students than the number who actually wanted services. In addition, several high schools in Solano County chose not to participate in the program due to their belief that all necessary services were already being provided by existing school staff. The project also had some difficulty in hiring and retaining qualified college students to work as peer tutors during the entire academic year. As a consequence, while the project hired and trained more college students than originally planned, these students did not work as many hours as initially anticipated resulting in services to fewer numbers of students than expected.

ACHIEVEMENT OF OBJECTIVES

There has been an increase in the number of target students enrolling in four-year colleges from the high schools served by the SUCCESS Consortium since 1979 (Table 13). Prior to the establishment of SUCCESS, the secondary schools of Solano County received relatively limited outreach services from postsecondary institutions. After two years of the project, the number of ethnic minority students from these secondary schools who were enrolled in public four-year colleges has more than doubled. For example, among June 1979 high school graduates, no Hispanic students from these schools enrolled in the University of California and only three enrolled in the California State University. Two years later, nine Hispanic graduates enrolled in the University and five enrolled in the State University. Similarly, among Black high school graduates in June 1979, only four enrolled in the University of California and six enrolled in the State University. Two years later, the number had increased to 7 and 18, respectively.

A second goal of the project is to raise the academic achievement of secondary school students through tutoring services. While students increased their grade point average slightly in the subject in which they were tutored (+0.59 for 68 students surveyed in 1981-82), their overall grade point average dropped slightly (-0.7). This decrease may, however, be the result of students enrolling in more college-preparatory courses after working with the SUCCESS tutors and therefore having a harder academic load. Some inconsis-

TABLE 12 SUCCESS Consortium Proposed and Actual Activities, 1981-82

Goals	Proposed Activities	Actual Activities
1. To raise achievement levels of low-income high school students	● 60 low-income high school students receive tutoring in basic skill areas	● 115 low-income high school students received tutoring
2. To provide information about post-secondary opportunities to low-income high school students	● 300 low-income high school students receive peer counseling about post-secondary educational and financial aid opportunities	● 324 low-income high school students received peer counseling services
	● 35 low-income high school students have a summer residential experience at a college or university	● 31 low-income high school students participated in a three day residential program at the University of California, Davis
	● Counsel parents of 100 high school students about postsecondary opportunities	● 45 parents attended information workshops
3. To assist low-income Community College students in transferring to four-year colleges	● 40 low-income Community College students advised about transfer opportunities through peer counselors	● 13 low-income Community College students were advised by peer counselors
	● Six low-income Community College students have a summer residential experience at a college or university	● Three low-income Community College students participated in a three-day residential program at the University of California, Davis
4. To utilize college students of similar income backgrounds to provide peer-advisement and tutoring for low-income students	● 20 low-income college students were hired, trained, and assigned to advise and tutor low-income high school and Community College students	● 27 college students were hired, trained, and assigned to advise or tutor

Summary

High school students served (unduplicated number): 324

Community College students served (unduplicated number): 13

College students employed as peer tutors or advisors (unduplicated number): 27

students served (unduplicated number): 337

Total expenditures, 1981-82: $104,287

Total expenditures per student served: $309.46

Source: California Postsecondary Education Commission, from SUCCESS Consortium.

tency has also existed among the secondary schools in the type of students selected to receive tutorial services. While the project administration has defined the target students as those whose "basic skills achievement is below their potential," some schools selected students with a grade-point average of between 2.0 and 2.2, while others selected students in the 2.9 - 3.1 range.

TABLE 13 College-Going Rates Among Students Served by SUCCESS Consortium, 1979 - 1981

	Number Enrolling in University of California			Number Enrolling in California State University			Number Enrolling in Community Colleges			Change in Number Enrolling in College
High School	Fall 1979	Fall 1981	Change 1979 to 1981	Fall 1979	Fall 1981	Change 1979 to 1981	Fall 1979	Fall 1981	Change 1979 to 1981	1979 to 1981
Armijo										
Blacks	0	2	+2	1	0	-1	18	23	+5	+6
Hispanics	0	1	+1	0	0	0	18	10	-8	-7
Filipinos	0	0	0	0	0	0	7	7	0	0
Benecia										
Blacks	1	1	0	1	2	+1	3	0	-3	-2
Hispanics	0	0	0	0	0	0	0	3	+3	+3
Filipinos	0	1	+1	0	0	0	0	2	+2	+3
Dixon										
Blacks	0	0	0	0	0	0	0	0	0	0
Hispanics	0	2	+2	2	1	-1	3	7	+4	+5
Filipinos	0	0	0	0	0	0	0	0	0	0
Fairfield										
Blacks	1	1	0	2	2	0	20	26	+6	+6
Hispanics	0	2	+2	0	1	+1	9	8	-1	+2
Filipinos	1	2	+1	1	2	+1	3	3	0	+2
Hogan										
Blacks	1	1	0	1	11	+10	38	24	-14	-4
Hispanics	0	0	0	0	2	+2	5	3	-2	0
Filipinos	0	6	+6	1	0	-1	6	11	+5	+10
Rio Vista										
Blacks	0	0	0	0	0	0	0	0	0	0
Hispanics	0	1	+1	0	0	0	2	1	-1	0
Filipinos	0	0	0	0	0	0	1	0	-1	-1
Vacaville										
Blacks	1	2	+1	1	3	+2	7	3	-4	-1
Hispanics	0	2	+2	0	1	+1	13	9	-4	-1
Filipinos	2	0	-2	0	0	0	2	2	0	-2
Winters										
Blacks	0	0	0	0	0	0	0	0	0	0
Hispanics	0	1	+1	1	0	-1	2	1	-1	-1
Filipinos	0	0	0	0	0	0	0	0	0	0
TOTAL										
Blacks	4	7	+3	6	18	+12	86	76	-10	+5
Hispanics	0	9	+9	3	5	+2	52	42	-10	+1
Filipinos	3	9	+6	2	2	0	19	25	+6	+12

Source: California Postsecondary Education Commission.

The summer residential program was designed to provide an intensive college experience for a relatively limited number of students, with the expectation that all of these students would subsequently enroll in college. A Commission staff survey of participants in the 1981-82 summer program found some evidence that this goal was achieved. Among the four participants who had already graduated from high school, three were enrolled in public four-year institutions, and the fourth plans to enroll in Solano Community College next January. All of the 17 contacted among the 24 students still enrolled in high school plan to enroll in college. On a more negative note, however, only 11 of these students are currently enrolled in any mathematics or science course, and only eight are enrolled in college-preparatory mathematics courses. A summer residential program is an expensive investment, and while the participants have clearly been "turned on" to college, it is not clear that a substantial number are preparing themselves for pursuing most college fields which, increasingly, are demanding more mathematical training.

FINANCIAL SUPPORT

The member institutions of the SUCCESS Consortium have a positive record in providing financial support for the project, with this support increasing during the past four years from $52,131 in 1979-80 to $78,883 in 1982-83 (Table 14). The University of California Systemwide Office has consistently been the largest contributor, of approximately $21,500 annually. This expanding financial support by the member institutions is a good indication of the growing institutional commitment to the project.

INTERINSTITUTIONAL COORDINATION

The SUCCESS Consortium has been effective in working as an interinstitutional effort improving the coordination of existing outreach programs. In a Commission staff survey of representatives of the nine Consortium members, all but one individual agreed that the project has been a successful interinstitutional effort. The theme most frequently expressed by high school counselors was stated by one respondent this way: "for the first time in Solano County there has been a concerted effort by postsecondary institutions informing prospective students of educational services, admissions, and academic information." Examples of this effective, cooperative

TABLE 14 SUCCESS Consortium: Institutional Matching Contributions, 1979-80 to 1982-83

Institution	1979-80	1980-81	1981-82	Proposed 1982-83
University of California Systemwide	$21,466	$21,466	$21,466	$21,466
University of California, Davis	10,000	21,000	15,000	11,000
Sonoma State University	10,000	10,000	12,000	11,683
California State University, Sacramento	N/A	N/A	N/A	11,000
Solano Community College	10,685	15,000	15,000	11,500
Benicia Unified School District	0	0	0	4,182
Dixon Unified School District	0	0	0	1,500
River Delta Unified School District	0	0	0	1,500
Vacaville Unified School District	0	0	0	2,000
Winters Joint Unified School District	0	0	0	2,000
TOTALS	$52,151	$67,466	$63,466	$78,831

Source: California Student Aid Commission.

effort, as expressed by Consortium members, are (1) evening financial aid workshops at the high schools for the students and their parents, (2) improved communication between high school counselors and the admissions staff from the three public four-year institutions, (3) the opportunity for potential EOP students to learn about special admissions, and (4) improved communication among high school counselors within the county as they meet monthly in the Consortium meetings. In short, most high school members felt the Consortium "augmented the counseling programs by providing information and resources for counselors." One counselor, however, expressed reservations about the project, noting its problems of inducing enough eligible students to participate and finding qualified

college students to work as tutors and counselors. He stated that "SUCCESS has had a minimal impact on our campus, and most students do not know of its existence."

CONSTANCY OF DEVELOPMENT

The SUCCESS Consortium has had stability in its membership and staffing. All of the secondary and postsecondary member institutions in the Consortium in Fall 1979 have continued, with two secondary schools and California State University, Sacramento, joining the project. The same individual has functioned as project director during its four years. The Consortium's activities and goals have largely remained the same, with some technical adjustments in the operation of the tutoring and counseling components. In short, the Consortium has demonstrated consistency and stability in its operations.

EFFECTIVE ADMINISTRATION

The project has been effectively administered. Members of the Consortium unanimously expressed the opinion that one of the reasons for the project's effectiveness has been "the exceptional organizational abilities and commitment of the project coordinator" and that the project's services have been delivered in a timely and efficient manner. The director has also been effective in maintaining information about the students in the project as well as thoroughly training all of the peer counselors and tutors employed in the secondary schools.

DIFFICULTIES EXPERIENCED WITH A RURAL-BASED PROJECT

While the Consortium has been successful in these areas, it has experienced several unique difficulties:

- As a rural project covering more than an entire county, the Consortium's high school job sites are typically a considerable distance from the college attended by peer tutors or counselors. As a result, the Consortium has lost potential college employees who did not have a car or were unwilling to commit the time required to drive the long distances to work.

- The Consortium has been unable to hire enough qualified college students to work as tutors, as the program guidelines limit the potential employees to college students who meet low-income criteria. The project has therefore not been able to place as many tutors in the high schools as they desired and has experienced a relatively high turnover rate among those tutors who were hired.

- With seven different school districts represented in the project, the Consortium experienced considerable difficulty during the initial years in coordinating all of their offices as well as developing a consistent level of support among all of the schools. Some high schools have been more helpful than others in working with the project. Some question has also existed about which school district should have the responsibility for maintaining the administrative headquarters, and at the present time, the office space and working conditions for the project's director are less than ideal.

- The large geographical region covered by the project has resulted in relatively high costs for the services provided. In 1981-82, for example, the cost per student served was approximately $310.

SUMMARY

The Solano County SUCCESS Consortium was generally effective in achieving the objectives it established for itself. As a rural project, it experienced several unique difficulties; but it responded to them with increasing institutional financial support, improved interinstitutional coordination of existing outreach services, stability of membership, and effective administration.

SIX

THE SOUTH COAST EOP/S CONSORTIUM

Prior to the establishment of the Cal-SOAP program, the South Coast EOP/S Consortium was a formal intersegmental effort involving representatives of 17 colleges and universities in Los Angeles and Orange Counties working together under a set of bylaws to expand educational opportunities for low-income minority students. Selection as a Cal-SOAP project gave the Consortium an opportunity to develop new activities designed to establish: (1) an academic tutorial program in which low-income Community College students tutor high school students in college preparatory work; (2) "on-campus" experiences of campus visitations and a one-week residential program; and (3) a comprehensive guide to all postsecondary opportunities available in the area. The primary goal of the project has been to raise the achievement levels of low-income high school students and thereby increase the numbers who enroll in postsecondary institutions.

The administrative responsibility for the project rests with a fourteen-member policy council appointed by the Consortium. The membership of the council includes five high school representatives, six college representatives, one individual from the federally funded Educational Opportunity Center in Los Angeles, one representative from a community project, and the project director. The staff for the project includes a full-time project director, appointed by the Consortium, and a part-time secretary. Their activities are supplemented by peer tutors, peer counselors, and secretarial aides at each of the high schools.

The tutorial component of the project serves students at five high schools--Artesia, Banning, Costa Mesa, Estancia, and Whittier. The criteria used to select students for participation in the program have been: (1) low-income status (eligibility to participate in the Cal Grant B program); (2) ethnic minority background of the student (the program focuses on Hispanic students because of their concentration in this region); and (3) evidence of potential for postsecondary achievement. During 1981-82, the project also broadened its involvement with Community College students, beginning a pilot program with Compton, Cerritos, and Orange Coast Community Colleges to provide transfer assistance to low-income students.

IMPLEMENTATION OF ACTIVITIES

The Consortium implemented all of its planned activities during 1981-82. However, no Community College students participated in

the summer residential program, although 20 had been anticipated (Table 15). Moreover, according to data provided by the current staff, the number of secondary school students who were tutored and who participated in the campus visits and residential program was 50 percent lower than planned. This substantial drop in numbers may reflect (1) poor record keeping by the previous project director, who left her position in June 1982; (2) over-ambitious planning during the previous year; and/or (3) poor delivery of services by the project.

ACHIEVEMENT OF OBJECTIVES

While the academic achievement levels of students served by the South Coast Consortium increased, there is no evidence to indicate that a larger number of these students are enrolling in postsecondary institutions. That is, a sample of students receiving tutorial services at two of the high schools indicates that their grade point average in college preparatory courses increased approximately 0.3 points. At one high school, the average grade point average (GPA) when the students entered the program was 2.27; it increased to 2.55 at the end of the year. At the second school, the average incoming GPA was much lower (1.5); it increased to 1.8 at the end of the year. Nonetheless, the number of ethnic minorities enrolling in public four-year colleges after graduating from high schools served for three years by the project did not change from Fall 1979 to Fall 1981 (Table 16). While the tutorial services provided by the project focused primarily on Hispanic students, the number of Hispanics who enrolled in public four-year colleges from these schools decreased by two. The available data concerning enrollments in the Community Colleges are less reliable because of a high non-reporting rate from some of these institutions, so no generalizations can be made.

FINANCIAL SUPPORT

The member institutions of the Consortium have demonstrated an increasing financial commitment to the project (Table 17, page 41). During the past four years, the institutional matching contributions have increased by approximately 65 percent. The University of California Systemwide Office has annually contributed $13,000 to $15,000, while the largest contributor during the past two years has been California State University, Long Beach.

TABLE 15 South Coast EOP/S Consortium Proposed and Actual Activities, 1981-82

Goals	Proposed Activities	Actual Activities
1. To raise achievement levels of low-income high school students	● 1,000 low-income high school students receive tutoring in English composition, reading, math, science, and high school proficiency preparation	● 485 low-income high school students received tutoring
2. To provide information about postsecondary opportunities to low-income high school students	● 50 low-income high school students have a one-week summer residential experience at University of California, Irvine	● 30 low-income high school students participated in a four-day residential program at University of California, Irvine
	● 1,000 low-income students provided on-campus visits to 15 two- and four-year colleges in the Southern California area	● 361 low-income students participated in visits to 7 colleges in the Southern California area
	● 500 copies of a College Information Guide published and distributed to secondary school campuses, educators, and school board members	● Approximately 300 copies of a College Information Guide were distributed to secondary and postsecondary students and educators
3. To assist low-income Community College students in transferring to four-year colleges	● 200 Community College students participate in two Cal-SOAP sponsored conferences entitled "Answers to Transfers"	● Two conferences were held, but data are unavailable about the number of students participating
	● 20 low-income Community College students have a one-week summer residential experience at University of California, Irvine	● No Community College students participated in the summer residential experience
	● 100 Community College students receive intensive transfer advisement and assistance	● 45 Community College students received intensive transfer advisement and assistance
4. To utilize college students of similar income backgrounds to provide peer advisement and tutoring for low-income students	● 12 low-income college students hired, trained, and assigned to tutor and advise	● 16 low-income college students were hired, trained, and assigned to tutor and advise

Summary

High school students served (unduplicated number): 642

Community College students served (unduplicated number): 45

College students employed as peer tutors or advisors (unduplicated number): 16

Students served (unduplicated number): 687

Total expenditures, 1981-82: $126,681

Total expenditures per student served: $184.40

Source: California Postsecondary Education Commission, from South Coast Consortium.

TABLE 16 College-Going Rates Among Students Served by South Coast EOP/S Consortium, 1979 - 1981

High School	Number Enrolling in University of California			Number Enrolling in California State University			Number Enrolling in Community Colleges			Change in Number Enrolling in College
	Fall 1979	Fall 1981	Change 1979 to 1981	Fall 1979	Fall 1981	Change 1979 to 1981	Fall 1979	Fall 1981	Change 1979 to 1981	1979 to 1981
Artesia										
Blacks	0	0	0	0	0	0	3	6	+3	+3
Hispanics	1	1	0	2	3	+1	24	19	-5	-4
Filipinos	2	1	-1	1	0	-1	3	2	-1	-3
Costa Mesa										
Blacks	0	0	0	0	1	+1	1	0	-1	0
Hispanics	0	0	0	1	1	0	8	9	+1	+1
Filipinos	0	0	0	0	0	0	1	2	+1	+1
Estancia										
Blacks	0	0	0	0	0	0	0	3	+3	+3
Hispanics	1	1	0	0	0	0	9	7	-2	-2
Filipinos	0	2	+2	0	0	0	2	0	-2	0
Whittier										
Blacks	0	0	0	0	1	+1	0	1	+1	+2
Hispanics	1	0	-1	7	5	-2	38	9	-29	-32
Filipinos	0	0	0	0	0	0	0	0	0	0
TOTALS										
Blacks	0	0	0	0	2	+2	4	10	+6	+8
Hispanics	3	2	-1	10	9	-1	79	44	-35	-37
Filipinos	2	3	+1	1	0	-1	6	4	-2	-2

Source: California Postsecondary Education Commission.

INTERINSTITUTIONAL COORDINATION

Prior to the establishment of the Cal-SOAP project, the South Coast EOP/S Consortium was a relatively effective interinstitutional effort to coordinate existing outreach programs. The addition of Cal-SOAP funding has enabled the Consortium to expand its efforts further, including an increasing number of combined visits by college staff to high schools as well as sharing costs among the colleges for transportation of Cal-SOAP students to visit the colleges. In a Commission staff survey of the members of the project's advisory committee, one respondent stated that "the Cal-SOAP project has been directly responsible for the development of the Combined Visitation Committee of the South Coast EOP/S Consortium. At my institution, our office staff participated in eight combined visits last year. We project to increase the number of combined visits this year to 12-15. The South Coast Cal-SOAP project can be commended for the development of this project." A review of the minutes of the monthly Consortium meetings indicates that attendance by representatives of the member colleges is good and that postsecondary interinstitutional efforts are a common theme of these meetings. However, representatives of the secondary schools seldom attend.

TABLE 17 South Coast EOP/S Consortium Institutional Matching Contributions, 1979-80 to 1982-83

	1979-80	1980-81	1981-82	Proposed 1982-83
University of California Systemwide	$13,000	$13,000	$13,000	$15,074
California State Univerity, Long Beach	5,000	5,000	40,000	30,000
UCLA Educational Opportunity Center	0	0	0	10,000
Cerritos College	5,000	5,000	5,000	5,000
Sevfon Education Council	0	0	0	5,000
Orange Coast College	20,000	2,000	0	5,000
Fullerton College	0	18,000	0	5,000
California State Polytechnic University, Pomona	0	0	0	2,000
Long Beach, Unified School District	0	8,000	0	0
Compton College	0	2,000	0	0
Orange Coast Community College District	0	0	0	3,166
California State University, Dominguez Hills	0	0	5,000	0
Pioneer High School	3,000	0	-- withdrew --	
Costa Mesa High School	3,000	0	0	1,000
Mesa, Unified School District	0	1,000	0	0
Xerox Corporation	--	--	--	2,000
TOTALS	$49,000	$54,000	$63,000	$83,240

Source: California Student Aid Commission.

CONSTANCY OF DEVELOPMENT

The South Coast EOP/S Consortium has had stability among its membership, staffing, and activities. The activities identified in the initial proposal have continued through the current year and have been supplemented since 1981-82 by an advisement component for Community College students. Some inconsistency has occurred in the secondary schools identified to receive tutorial services, although a core of four schools have been carried throughout the project. The membership in the Consortium has increased to cover a larger geographical region, perhaps larger than the Cal-SOAP project is able to serve effectively. (One of the members of the project's advisory committee who responded to the Commission survey stated that because he represents a small institution located a considerable distance from Long Beach, he felt his institution has not benefited from the project.) The project staff remained constant until June 1982, when the director resigned and a new director was hired.

EFFECTIVE ADMINISTRATION

The South Coast Cal-SOAP project has not been as effectively administered as it should have been, particularly during 1981-82. The information necessary to administer the project was not maintained as adequately as it should have been, especially in the past two years. Members of the project's advisory committee acknowledge this fact. As one stated, "the management ability of the prior director of the program may have been questionable (i.e., record keeping, documentation, etc.). The current director, however, has a strong management background and has already begun to make major strides in correcting past management errors." Under the new director, who began in September 1982, the project is improving its administrative operations.

SUMMARY

The South Coast Cal-SOAP project was ineffective in serving the expected number of students and achieving the objectives it established for itself. During the first three years of operation, the project demonstrated both increasing institutional financial support and stability among its membership and activities. However, during the same period and particularly during 1981-82, the project was not effectively administered.

SEVEN

FINDINGS AND CONCLUSIONS

Cal-SOAP is an experimental program established by the Legislature to explore the feasibility of interinstitutional efforts at increasing postsecondary educational opportunities for low-income high school and Community College students. As could be expected in any experimental program, some of the five projects have not worked as well as others, and none has been perfect. However, useful knowledge has been gained about an interinstitutional model for delivery of services to students.

A summary of the analysis presented above about each of the projects appears in Table 18 on pp. 44-45. Based on this analysis, eight general findings and conclusions can be drawn:

1. As a result of the provision of Cal-SOAP funding, three new interinstitutional consortia were established--in San Diego County, Solano County, and the East Bay Counties. Each of these consortia has facilitated the delivery of educational services to low-income students within their region, especially by the San Diego and Solano County projects. In addition, two existing consortia in the South Coast and Central Coast areas were expanded through the use of Cal-SOAP funding. However, these two projects--and especially the latter-- were ineffective and failed to achieve their objectives.

2. Two distinct types of interinstitutional efforts have evolved through the Cal-SOAP Program, both of which have been effective.

   The first type, used by four of the projects, seeks to raise achievement levels through tutoring either during or after school hours. They also supplement the tutorial component with interinstitutional informational efforts through college information days, college visits, and residential experiences. Most of these tutorial and information efforts had previously been undertaken by individual colleges and universities; the Cal-SOAP projects seek to improve their effectiveness by operating them in an interinstitutional mode.

   The second type of project, utilized in San Diego, is a comprehensive student information system which can be used by individual colleges to focus their outreach efforts on potentially eligible students who have expressed a career or academic interest applicable to that college. This information system is supple-

TABLE 18 Summary Evaluation of Cal-SOAP Projects

Criteria	Central Coast Consortium Project AQUI	East Bay Cal-SOAP Consortium
1. Activities were Implemented as Proposed	Yes	Yes
2. Anticipated Number of High School Students were Served	Yes	No
3. Anticipated Number of Community College Students were Served	No	No
4. Anticipated Number of College Students were Employed	Yes	Yes
5. Project Objectives were Achieved	No	Yes in some areas; no in others.
6. Financial Support From Member Institutions has Increased	No	Yes
7. Interinstitution Efforts were Effective	No	No during first two years; some during the third year.
8. Operations were Consistent and Stable	No	Yes
9. Administration was Effective	No	Yes, except more systematic collection of data needed.
10. Total Expenditures, 1981-82	$78,000	$124,652
11. Approximate Total Cost per Student Served (approx.)	$200.50	$132.00

Source: California Postsecondary Education Commission.

San Diego County Cal-SOAP Consortium	Solano County SUCCESS Consortium	South Coast EOP/S Consortium
Yes	Yes	Yes
Yes for seniors; no for juniors.	No	No
No	No	No
Yes	Yes	Yes
Yes	Yes	No
Yes	Yes	Yes
Yes	Yes	Yes
Yes	Yes	Yes
Yes	Yes	No during second and third year; yes during first and current year.
$251,609	$104,287	$126,681
$56.00	$309.50	$184.50

mented by trained guidance aides who work as support staff to the high school counselors. This second type of interinstitutional effort is considerably lower in cost than the first type described above, as it provides less intensive services to a greater number of individuals.

3. As directed by the Legislature, one of the Cal-SOAP projects--the SUCCESS Consortium--is located in a rural area. It brings tutorial and counseling services to rural secondary schools that had previously received only minimal attention from neighboring public four-year colleges. In addition to increasing the number of target students from these high schools who enroll in four-year colleges, this project has improved communication and cooperation among the secondary school counselors within the region. However, the larger geographical region included within this consortium results in a higher cost per client served than in urban consortia--$309.50, compared to an average of $172.33 for the three similar urban-based projects.

4. The Cal-SOAP Program has not implemented its objective of serving large numbers of Community College students with transfer potential. None of the Cal-SOAP projects has systemmatically addressed the task of assisting a large number of low-income Community College students, upon completion of their Community College programs, to transfer to four-year institutions. During 1981-82, each of the projects initiated expanded services in this area, but none of the projects served as many Community College students as planned.

5. The Legislature directed that each project allocate at least 30 percent of its budget for stipends to low-income college students to work as peer advisors and tutors for low-income high school and Community College students. This requirement was enacted both as a financial aid mechanism for low-income college students and as a "role-model" device. All five projects have followed this directive and have employed approximately 150 college students annually. The projects have been limited, however, by the requirement that the college students have demonstrated financial need. Each year some projects have had difficulty finding enough qualified low-income students who are willing and able to work away from the college campus.

6. All but one of the Cal-SOAP projects have maintained or increased the level of financial support from member institutions. This

demonstrates a growing commitment to the interinstitutional effort as member institutions see benefits coming to their institutions. The total amount of matching support for the Cal-SOAP program increased by 35 percent from $316,281 in 1979-80 to $425,996 in 1982-83, while the direct State allocation remained essentially constant. The majority of the matching funding provided by the public colleges has been allocated through the EOP and EOPS budgets. The University of California Systemwide Office has made a particularly strong financial commitment to these interinstitutional efforts, with an annual contribution of approximately $72,500 to the program.

7. As one result of this experimental program, at least four interinstitutional strategies or components of projects which facilitate educational opportunities for low income and ethnic minority students have been identified and tested:

   - The identification of a project responsible for coordinating outreach efforts within the secondary school district. The administrative offices of two of the most effective Cal-SOAP projects have been in the secondary school district headquarters with the direct involvement of district staff in the operations of the project. This involvement, as well as a strong, visible commitment to the project from secondary school officials, has been important in facilitating cooperation between the colleges and the secondary schools. In both of these two projects, the secondary school participants have had a direct voice in determining the services they want from the colleges. This approach, whereby the secondary schools take the lead in coordinating the colleges' outreach services, appears more effective than other approaches which do not directly involve the secondary schools.

   - The development of comprehensive information about secondary school students. The San Diego County Cal-SOAP Consortium maintains student-specific information at the project office on ethnic minority and low-income students in the eleventh and twelfth grades. This information includes academic transcripts and the results of a career planning inventory for the use of recruiters from postsecondary institutions. The information system allows students with specific career and academic interests to receive information targeted to their interests while allowing college representatives to concentrate efforts on target students who are most suited to their institution. In short, the development of this comprehensive information system allows students to receive information appropriate to their career and academic interests, secondary schools to have fewer interruptions of classroom instruction by college outreach staff, and the colleges to operate more cost-effective outreach programs.

- The employment and training of college students as guidance aides. The utilization of college students as trained guidance aides to work in secondary schools as supplementary staff for full-time counselors has been a cost-effective method of providing information about college to high school students. The Cal-SOAP projects have served to identify qualified college students and then provide them with thorough training before placing them in the secondary schools. The high school counselors who have worked with these guidance aides strongly support this approach, as it allows more of their students to get one-on-one college and career counseling. The high school counselors also report that those peer counselors trained through the interinstitutional projects work more effectively than college students trained by individual colleges, because the latter are less knowledgeable about the full range of postsecondary alternatives.

- Joint planning and presentation of college information days. Each of the consortia has successfully planned comprehensive multi-institution college information meetings for low-income and ethnic minority students. These meetings, which have usually been the result of shared effort and cost by the several colleges within a region, provide information about the full range of postsecondary alternatives to students in one location, at one time, and at a reduced cost to the sponsoring institutions.

8. The Cal-SOAP program has also identified strategies which either may not be effective or which may not require an interinstitutional effort in order to be effective:

   - Some of the projects have employed college students as tutors to work with secondary school students. This strategy does not require an interinstitutional effort, and there is no evidence that college students hired as tutors by the Cal-SOAP projects have been either more or less effective than those hired by individual colleges.

   - The provision of two-to-four hours weekly of tutorial support for selected high school students, in the absence of any other intervention strategies in classroom instruction--as in the Central Coast Consortium--has not had a noticeable impact in raising the achievement levels of the students served by the Cal-SOAP projects. However, where the tutorial support has been used as a supplement to other academic enrichment activities occurring at the secondary school, as in the AVID Project at Clairemont High School in which the San Diego County Cal-SOAP Project is involved, evidence

exists of improved academic achievement. Thus the use of college students as tutors for secondary school students does not appear to be a cost-effective strategy unless it is part of a more comprehensive effort to raise achievement levels at the secondary school site.

- College students hired to work in secondary schools have not been able to work effectively with the dual responsibilities of academic counseling and tutoring. Two of the projects which tried assigning both responsibilities to the same college students were not successful. A different type of training is needed for each assignment, and a full-time college student usually does not have the time to develop both sets of skills.

- The utilization of college students with demonstrated financial need to work as peer advisers and guidance aides has created several problems, including (1) lack of flexibility to hire the most qualified college students if they are not financially needy; (2) limitations on the number of weeks the college students can work, leading to many students stopping their assistance in the secondary schools before the academic year is completed; (3) the requirement on many college campuses that funds be used for on-campus employment rather than for peer advisors in secondary schools, and (4) uncertainties about the funding levels of the federal work-study program and other sources of student employment each year. However, despite these problems, the role-model aspect of utilizing college students is beneficial in achieving the goals of the Cal-SOAP Program.

9. The Cal-SOAP Program has identified a model for the delivery of outreach services to secondary school students which reduces the duplication of effort among colleges within a region, while also enhancing the services available to both target students and consortium members. This model includes an interinstitutional effort to provide informational, motivational, and academic services to low-income and ethnic minority students in the secondary schools. For the secondary school district, the model supplements counseling activities by assisting school sites with college advisement and by coordinating high school recruitment activities in order to minimize classroom interruptions. For the postsecondary institutions, the model complements their outreach activities through the identification of potential eligible applicants, the provision of logistical arrangements for high school and Community College visits, training activities for members' staff, assistance with student visits to college campuses, and the dissemination of educational materials.

EIGHT

RECOMMENDATIONS

As noted in Part One, the Cal-SOAP Program, with an annual budget of approximately $300,000, is the only State-funded effort to implement the Commission's past recommendations for regional interinstitutional outreach efforts. The vast majority of State and federally funded outreach programs, with a combined annual budget of approximately $8,000,000, continues to be operated by individual colleges, working through their staff with target high school students.

Three years of experimentation by Cal-SOAP have demonstrated that substantial benefits result from interinstitutional coordination of outreach services: The duplication of effort by colleges is reduced, and the services provided to students are enhanced. Cal-SOAP has also demonstrated that effective interinstitutional efforts are difficult to establish, and that not all efforts will be successful. However, through our evaluations of these efforts we have learned which components are necessary in order to strengthen and expand interinstitutional outreach.

The following recommendations are intended to refine the Commission's support of interinstitutional outreach programs by identifying and extending those specific strategies of such programs which have been demonstrated by Cal-SOAP to be most effective. Based on its assessment of the Program, as it has operated during the past three years, the Commission is recommending a new program with a narrower range of projects embodying critical features of the existing interinstitutional efforts which have been successful. The recommendations are therefore prescriptive to insure that future projects are modeled along the lines of the San Diego and Solano County Cal-SOAP projects.

1. A new Cal-SOAP Program should be established in Summer 1984, with the same funding level (approximately $300,000) as exists in the current program in 1982-83. These funds should be awarded initially to interinstitutional projects through a competitive grant-proposal process similar to that used by the Student Aid Commission in 1979 when it awarded funds for the five current pilot projects. Representatives of the five existing pilot projects would not be precluded from applying for this new funding.

2. The primary objective of the new program should be to increase the accessibility of postsecondary educational opportunities to low-income and ethnic minority high school students. It is not realistic, however, at the proposed funding level, to expect these new interinstitutional consortia to achieve that objective as well as the objective of expanded transfer opportunities for the target students from two-to-four year institutions. If additional funds later become available, consideration should then be given to including transition from two-to-four year institutions as a second primary objective for the new program.

3. The new Cal-SOAP Program should require that funded projects include the following components:

   3.1 The direct involvement of secondary school staff in the management of the operations of the project, with priority given to those projects which maintain their headquarters within the secondary school district office. The staff within this office should have the responsibility to coordinate college outreach efforts as they serve secondary school students within that district.

   3.2 A comprehensive student-specific information system on ethnic minority and low-income students in the eleventh and twelfth grades, placed within the project headquarters and consistent with the privacy act.

   3.3 The utilization of low-income college students as peer advisers and guidance aides to work with the high school counselors in the secondary schools as supplementary staff. Each of these students should be thoroughly trained by staff of the consortium.

4. Each funded project should include the active involvement and a financial contribution from at least one secondary school district office, one community college, and one public four-year college.

5. Funds allocated through the new Cal-SOAP Program should require equal dollar matching support by the participating institutions, through existing or budgeted increases in federal, State, local, and/or private funds. At least 30 percent of each project budget should be allocated for stipends to college students working as peer tutors or guidance aides.

6. Within three years of the initiation of the new Cal-SOAP Program, the Postsecondary Education Commission should complete an evaluation of the funded interinstitutional projects. This evaluation should assess the relative success of each project

in achieving its objectives and identify those projects which are the most cost-effective. Those projects which are considered either ineffective or not cost-effective should be eliminated after the third year, with the funding for these projects made available to new interinstitutional efforts. In making this assessment, special consideration should be given to rural projects with a recognition that operating costs will be higher in rural than in urban areas. Every third year, a similar review process should occur, with the ineffective projects eliminated.

APPENDIX

Assembly Bill 507, 1978

Assembly Bill No. 507

CHAPTER 113

An act relating to postsecondary education, and making an appropriation therefor.

[Approved by Governor April 26, 1978. Filed with Secretary of State April 26, 1978.]

LEGISLATIVE COUNSEL'S DIGEST

AB 507, Fazio. Postsecondary education.

Existing law creates the Student Aid Commission which administers the program of scholarships provided by the state.

This bill would require the commission to establish a 15-member project grant advisory committee of specified composition and to apportion funds for the support of pilot projects, meeting designated criteria, and designed to increase the accessibility of postsecondary educational opportunities to low-income high school students and assist low-income community college students, upon completing community college, to transfer to four-year institutions.

It would also appropriate $307,500 for the purposes of this act, as specified.

Appropriation: yes.

The people of the State of California do enact as follows:

SECTION 1. The Legislature finds and declares that:

(a) Few disadvantaged community college students transfer to four-year colleges. A disproportionately low number of low-income high school graduates are eligible to enter the University of California and the State University and Colleges.

(b) Lack of information about postsecondary opportunities and low achievement levels are primary barriers to college for low-income students.

(c) While educational opportunity programs provide financial aid and support services for low-income students who enter college, additional experimental efforts must be mounted to provide information about postsecondary education for, and to increase achievement levels of low-income high school and community college students.

(d) Additional financial aid is needed for low-income college students. Stipends for college students of similar low-income backgrounds to provide informational and tutorial help for low-income high school students is a cost-effective method of increasing access and of providing student financial aid.

(e) Additional efforts to increase college access for low-income students should take the form of interinstitutional programs

organized regionally to reduce duplication of institutional efforts and student confusion.

SEC. 2. The Student Aid Commission shall apportion funds for the support of planning grants and pilot projects designed to increase the accessibility of postsecondary educational opportunities to low-income high school students and assist low-income community college students, upon completion of their community college programs, to transfer to four-year institutions. Such projects shall primarily (1) increase available information for low-income students on the existence of postsecondary schooling and work opportunities, and (2) raise the achievement levels of low-income students so as to increase the number of low-income high school graduates and community college students eligible to pursue postsecondary learning opportunities. Projects supported by the commission shall also meet the following criteria:

(a) Each project shall be proposed and operated interinstitutionally, involving at least one community college and two of the following educational agencies: school districts, regional occupational centers and programs, nonprofit educational, counseling, or community agencies, eligible proprietary schools, the University of California, independent colleges and universities, or the State University and Colleges. The commission, in awarding project grants, shall give priority to proposals developed by more than two eligible agencies. At least one pilot project shall be located in a rural area. At least one pilot project shall include a private college.

(b) Prior to receiving a pilot project grant, each consortium shall conduct a planning process and submit a comprehensive project proposal to include, but not limited to, the following information: (1) the agencies participating in the pilot project, (2) the students to be served by the project, (3) the ways in which the project will reduce duplication and related costs, (4) the methods for assessing the project's impact, and (5) the alternative means for long-term support of the project.

(c) At least 30 percent of each project grant shall be allocated for stipends to peer advisers and tutors who (1) work with low-income high school and community college students, (2) are currently enrolled in a college or other postsecondary school as an undergraduate or graduate student, and (3) have demonstrated financial need for the stipend.

(d) The activities of each project should enhance the activities of existing educational opportunity programs.

The Student Aid Commission may develop additional regulations regarding the award of project grants.

As used in this act "eligible proprietary schools" shall include proprietary schools accredited by a national, state, or regional accrediting association recognized by the United States Office of Education.

(e) The commission shall establish a 15-member project grant advisory committee to advise project directors and the commission on the development and operation of the pilot projects, and consisting of: three educational opportunity program directors, representing the University of California, the California State University and Colleges, and the Board of Governors of the California Community Colleges, appointed by their respective governing boards; one representative of private colleges and universities, appointed by the Association of Independent Colleges and Universities; one representative of the California Postsecondary Education Commission, appointed by the Postsecondary Education Commission; one representative of proprietary schools, appointed by the Council for Private Postsecondary Educational Institutions; and two persons representing the general public, one each appointed by the Speaker of the Assembly and the Senate Rules Committee. The Student Aid Commission shall appoint the following additional members to the advisory committee: two counselors from secondary schools located in low-income communities; one representative from a regional occupation center; two students participating in the Educational Opportunity Program, one of whom shall also be a disadvantaged community college student; one representative of the Student Aid Commission; and one campus financial aid director.

Pilot projects authorized by this section shall not continue beyond June 30, 1983, without additional action by the Legislature.

SEC. 3. The sum of three hundred seven thousand five hundred dollars ($307,500) is hereby appropriated from the General Fund to the Student Aid Commission and shall be disbursed in the following manner for the purposes of this act:

(a) For at least five pilot projects the sum of two hundred fifty thousand dollars ($250,000). Allocation of this appropriation shall be limited to those agencies meeting requirements of this act and providing equal dollar matching support from existing or budgeted increases in federal, state, local, and private funds. The commission shall coordinate implementation of this act with the state plan for Title I, Part A and Title IV of the federal Higher Education Act of 1965, as amended, and may subcontract with the California Postsecondary Education Commission for partial project support utilizing these federal moneys.

(b) For administration of the program by the Student Aid Commission, the sum of thirty thousand dollars ($30,000).

(c) For evaluation of the program by the California Postsecondary Education Commission, the sum of twenty-seven thousand five hundred dollars ($27,500).

The California Postsecondary Education Commission shall submit its initial evaluation to the Legislature no later than January 1, 1981, and its final evaluation no later than January 1, 1983.

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REFERENCES

California Postsecondary Education Commission. Equal Educational Opportunity in California Postsecondary Education, Part III. Commission Report 80-6. Sacramento: The Commission, March 1980.

--. The California Student Opportunity and Access Program: An Initial Evaluation. Commission Report 81-4. Sacramento: The Commission, January 1981.

--. The California Student Opportunity and Access Program: A Second Progress Report. Commission Report 82-9. Sacramento: The Commission, March 1982.